

# **SPECIAL EDUCATION CENSUS**



## **COUNTS CALCULATED BY SAIS DATES:**

**1ST REPORT:**

**DECEMBER 6, 2002**

**2ND REPORT:**

**FEBRUARY 7, 2003**

## SPECIAL EDUCATION CENSUS

LEA's (Local Education Agencies) are required to submit the Special Education Census electronically. The instructions for the needs portion for electronic submission can be found on the Department of Education Website at:

<http://www.ade.az.gov/sais/needsreq/NeedsRequirements.doc>.

To verify the data has processed check School Finance district's/charter's web page at [www.ade.az.gov/districts](http://www.ade.az.gov/districts). You will click on Reports/Data to review the SPED02-1 reports. If your SPED02-1 does not appear within 24 hours check your submitted file status.

### INTRODUCTION

The Special Education Census data is collected two times during the school year. The census count is of those students who entered and/or withdrew on or before the following dates.

December 1: This count has two purposes:

- 1.) **FEDERAL FUNDING** - The Student Count on December 1 is used to determine the amount of Federal Part B IDEA entitlement dollars distributed to the state and allocated to the districts. This count requires reporting all students who are receiving special education services on December 1 of the current school year. If a student withdraws before December 1 that child will not be counted for federal funding. Once these figures have been reported to the federal government, no upward revisions can be made either by the districts/charters or by the state. **Accuracy is vital.**
- 2.) **STATE FUNDING** - The Add-on weight (previously known as 'Group B') is calculated for the 40th day with an "as of" date of October 30. The 40<sup>th</sup> day count may be used in the calculation for an advance of growth monies. **(Charter Schools are not eligible for growth monies).** If a student withdraws before December 1 he/she will be counted up to his/her withdrawal date. Includes all students who were placed on the SPED Census.

February 1: This date is used to calculate the 100th day Add-on weight for state funding. **This report is for additions and changes to the data submitted on December 1.** At this time, all corrections to the Special Education Census **should be completed.**

Students who have a **current evaluation, Individual Education Program, initial placement statement and who are receiving special education services should be included on the Special Education Census.** Any questions about the eligibility of a student to be placed on the Special Education Census should be directed to the Special Education Director of the district. The data submitted to the Department of Education must come from the student's files and must be **accurate, complete and submitted on time.** **If the Special Education Census is not submitted on time your school will not receive the add-on funding for Special Education.**

The December 1 Census creates the **NEW MASTER (SPED 04)** file for the current year. You will start with a clean slate every year.

### **Private Schools**

Approved Private Schools must continue to use the Del Rep System for reporting to ADE for the public schools they are receiving tuition from.

### **Student Number:**

The student number must be the same as the SAIS ID number. Each student may have only one student number, even though he/she may be receiving services in more than one category.

### **Eligible Category List**

Once a student has been evaluated, the Multidisciplinary Evaluation Team determines the category(s) under which the student is eligible to receive services. The IEP team determines where the student will receive those services and the service type. It is possible for a student to be eligible to receive special education services in more than one category. If this is the case, all information needs to be included for all eligible categories on the Special Education Census. The only categories submitted on the Special Education Census are as follows:

<b>A</b>	Autism	<b>OI</b>	Orthopedic Impairment
<b>ED</b>	Emotional Disability	<b>SLD</b>	Specific Learning Disability
		<b>SLI</b>	Speech/Language Impairment
<b>EDP</b>	Emotional Disability (Separate Facility, Private School)		
<b>HI</b>	Hearing Impairment	<b>SMR</b>	Severe Mental Retardation
<b>MD</b>	Multiple Disabilities	<b>TBI</b>	Traumatic Brain Injury
<b>MDSSI</b>	Multiple Disabilities- Severe Sensory Impairment	<b>VI</b>	Visual Impairment
<b>MIMR</b>	Mild Mental Retardation	<b>PSD</b>	Preschool Severe Delayed (Charter schools Not Eligible)
<b>MOMR</b>	Moderate Mental Retardation	<b>PMD</b>	Preschool Moderate Delayed (Charter schools Not Eligible)
<b>OHI</b>	Other Health Impairment	<b>PSL</b>	Preschool Speech Language Delayed (Charter Schools Not Eligible)

**Note:**

**Traumatic Brain Injured (TBI)**

Students with TBI should be entered on the Census. In addition to the TBI entry, a separate entry showing the category that describes the service the student with TBI is receiving will insure the district receives both federal and state funds.

**Multiple Disabilities with Severe Sensory Impairment (MDSSI)**

MDSSI includes at least one of the following:

- a) Severe visual impairment or severe hearing impairment in combination with another severe disability (MDSSI),

**OR**

- b) Severe visual impairment and severe hearing impairment. (Deaf-blindness)

MDSSI students with a severe visual impairment and **severe** hearing impairment should be placed on the Census in all three categories (MDSSI, VI and HI). Students with **severe** visual impairment or **severe** hearing impairment in combination with another severe disability will be included in both federal and state counts. Students who are both **severe** hearing impaired **and** **severe** visual impaired will be included in a separate federal count for deaf-blindness.

**Birth Date:**

When entering birth dates, pay particular attention to the year of birth. For federal funding, a child with a Preschool category and/or Preschool grade must have a birthday, which falls between: 12/1/00 and 12/1/02 for school year 2002-2003.

For state funding, a child with a Preschool category and/or Preschool grade must have a birthday, which falls between: 9/1/01 and 2/1/03 for school year 2002-2003.

**SPED Ages** [ARS §15-901 (A.2.b.i.)]

**Preschool**

Minimum Age for Admission – 3 years of age by entry date

Special Underage Admission – entry date is within 90 days of 3<sup>rd</sup> birthday and need is HI, VI, PSD, PMD, or PSL

Maximum Age for Admission – has not reached kindergarten age.

**Kindergarten**

Minimum Age for Admission – 5 years of age by September 1

Special Underage Admission – 5 years of age prior to January 1

Maximum Age for Admission – none.

**1<sup>st</sup> to 12<sup>th</sup> Grades**

Minimum Age for Admission – 6 years of age by September 1

Special Underage Admission – 6 years of age prior to January 1

Maximum Age for Admission – last day of 21<sup>st</sup> year

**Ungraded Elementary**

Minimum Age for Admission – 5 years of age by September 1

Maximum Age for Admission – less than 14 years of age by September 1

### Ungraded Secondary

Minimum Age for Admission – 14 years of age by September 1

Maximum Age for Admission – last day of 21<sup>st</sup> year

### Entry Date:

This is the date the student began receiving special education services for the current school year. The entry date is the first day of school or the date of initiation of services **(completed evaluation, IEP, and placement statement)** for new students receiving special education services. **The entry date cannot be before July 1** of the current school year and the **cut-off date** for state funding is **February 1st**.

### Withdrawal Date:

The withdrawal date is the last date the student received special education services at this location. If a student is leaving this school to attend another school, whether it is in another district or is in the same district, the student should be withdrawn and re-entered with all the new information. **The withdrawal date is not used if it occurs after February 1 for the current school year for the calculation.**

### Type of Service Codes

SERVICE TYPE	DESCRIPTION	FUNDING	RESOURCED OR SELF-CONTAINED
<b>A</b>	Outside Regular class less than 21% of the day	State and Federal	Resource
<b>B</b>	Outside Regular class for at least 21% but Not more than 60% of the day.	State and Federal	Resource
<b>C</b>	Outside Regular Class for more than 60% of the Day.	State and Federal	Self Contained
<b>D</b>	Public Separate Day School for greater than 50% Of the school day.	State and Federal	Self Contained
<b>I</b>	Self-contained service level provided in regular Classroom. The only disability categories than can Be reported here are (MD, A,SMR, and OI)	State and Federal	Self Contained
<b>E</b>	Private Separate Day School at public expense for Greater than 50% of the school day.	State and Federal	Self Contained
<b>F</b>	Public Institutional Facility for greater than 50% of the school day.	Federal	Self Contained
<b>G</b>	Private Residential Facility at public expense for Greater than 50% of the school Day-Not on Educational voucher.	State and Federal	Self Contained
<b>V</b>	Private Residential Facility at public expense for Greater than 50% of the school day- on educational Voucher.	Federal	Self Contained
<b>H</b>	Homebound/Hospital Program	State and Federal	Resource
<b>S</b>	Regular Class with Supplemental Aids/Services	Federal	Resource
<b>J</b>	Private School Placement, enrolled by parent(s). Basic education is paid through private resources, but with special education and related services provided at public expense. This also includes children who are home schooled.	Federal	Resource

**Note:** Voucher students receiving services at The Arizona School for the Deaf and Blind (ASDB), the Cooperative programs of ASDB, and The Phoenix Day School for the Deaf (PDSD) will be reported by these institutions. These institutions will not be required to report a district of residence on the Special Education Census, and they may now utilize all service types that are appropriate for their students.

**Preschool Information Does Not Apply to Charter Schools**

Only the following categories can be used for preschool students with disabilities.

<b>Abbreviation</b>	<b>Definition</b>
PSL	Preschool speech/language delay
PMD	Preschool moderate delay
PSD	Preschool severe delay
VI	Visual impairment.
HI	Hearing impairment.

Only the combinations of categories may be used for preschool aged students:

<b>PSD</b>	<b>PSD and VI</b>	<b>PSD and HI</b>	<b>PSD and VI and HI</b>
<b>PMD</b>	<b>PMD and VI</b>	<b>PMD and HI</b>	<b>PMD and VI and HI</b>
<b>PSL</b>	<b>PSL and VI</b>	<b>PSL and HI</b>	<b>PSL and VI and HI</b>
	<b>VI</b>		<b>VI and HI</b>
	<b>HI</b>		<b>HI and VI</b>

**Use the following service type codes for Preschool students:**

<b>SERVICE TYPE</b>	<b>DESCRIPTION</b>	<b>FUNDING</b>	<b>RESOURCED OR SELF-CONTAINED</b>
A	Early Childhood Setting.	State and Federal	Resourced
B	Part-time Early Childhood/Part-time Special Education OR Reverse Mainstream Setting.	State and Federal	Resourced
C	Early Childhood Special Education Setting.	State and Federal	Self-Contained
D	Public Separate Day School for greater than 50% of the school day.	State and Federal	Self-Contained
E	Private Separate Day School at public expense for greater than 50% of the school day.	State and Federal	Self-Contained
F	Public Residential Facility for greater than 50% of the school day.	Federal	Self-Contained
G	Private Residential Facility at public expense for greater than 50% of the school day. Not on permanent voucher.	State and Federal	Self-Contained
V	Private Residential Facility at public expense for greater than 50% of the school day. On permanent voucher.	Federal	Self-Contained
H	Home at least 360 minutes per week.	State and Federal	Resourced
S	Services at any other location for less than 360 minutes per week.	Federal	Resourced
J	Private School Placement; enrolled by parent(s). Basic education is paid through private resources, but with special education and related services provided at public expense.	Federal	Resourced
R	Special Education and related services in educational programs designed primarily for children with disabilities but that include 50% or more children without disabilities	Federal	Resourced

## **Certificate of Educational Convenience (CEC) (Charter Schools Not Eligible)**

### **CEC A** [ARS §15-825 (A)]

- Students who are precluded by distance or lack of adequate transportation from attending a school within their own district.
- Students attending your district from unorganized territories.

These students are reported on your Special Education Census simply by placing an "**A**" in the column marked "CEC A/B".

Example:

1. A student who lives in an unorganized territory attends a school in your district. The district of **attendance** is your district. You **must** place an "A" in the CEC column.
2. A student who lives in an unorganized territory who is tuitioned to a private school by your district will have the private school as **district of attendance**, your district as the **district of residence**, and an "**A**" will be placed in the CEC column.

### **CEC B** [ARS §15-825 (B)]

Students who reside in:

1. A state rehabilitation or corrective institution;
2. A foster home or child care agency or institution which is licensed and supervised by the Department of Economic Security or Department of Health Services;
3. A residential facility operated or supported by the Department of Economic Security or Department of Health Services;
4. Under the supervision of the Department of Juvenile Corrections in a residence pursuant to the interstate compact on juveniles.

These students are reported by your district in the following manner:

Example:

1. A foster child resides in your district and attends one of your schools. This student's district of attendance is your district, and a "**B**" needs to go in the CEC column.
2. A foster child resides in your district, and is tuitioned to a private school. This child's **district of attendance** is the private school, and the **district of residence** is your district. A "**B**" will go in the CEC column.

Be sure to check with your attendance official or business manager to determine the status of a particular student regarding a CEC. A student who is a CEC A or B will have a certificate that is issued by a County School Superintendent. If your district does not have a certificate, they can not be reported on the Special Education Census as a CEC student.



## SPED REPORTS

When your data has been submitted, you will be able to view the following reports on the ADE Website at [www.ade.az.gov/schoolfinance/districts](http://www.ade.az.gov/schoolfinance/districts). It is to the schools advantage to verify the accuracy of the reports submitted to ADE. Late corrections could jeopardize your monthly equalization payments. All corrections need to be submitted by the end of each month in order to be included in the following month payment.

The following reports will be posted to your web page:

- SPED02-1.** The “Edit update” indicates which records were added, rejected, changed or deleted. Rejected records need to be corrected and re-submitted via the common login.
- SPED04:** This report is a master file for all students reported on Special Education Census by district of residence. This report reflects all students with all the disabilities reported on the Census. Available by district of attendance on request.
- SPED28:** Student Counts for Use in Budget Preparation. This report includes unduplicated ADM counts by categories that are eligible for State Aid only. The report is posted on the website, one column for the 40<sup>th</sup> counts with an as of date of October 30<sup>th</sup> and one for the 100<sup>th</sup> day with as of date of January 31<sup>st</sup> counts for Special Education add-ons.

**The following reports will be posted on request only:**

- SPED16:** This report has ADM counts for resident State Aid only. The report includes by disability the ADM count by month. The year to date (YTD) totals in October will be used for the 40<sup>th</sup> day and the January total will be used for the 100<sup>th</sup> day and will be summarized on the SPED28 report.
- SPED22:** This report is a birthday exception listing. This report will indicate students who are on the master file with the same birth date and different student numbers. This report should be used to remove duplicates students.
- SPED08:** This report includes the number of students by category/Age/Sex on a control date of 12/01/FY or on 02/01/FY unduplicated by residence. This report is mainly used for reporting a count to the Federal Government for federal funding. This report will reflect an unduplicated head count of all student reported on the Census.
- SPED06:** This report includes Category/Type/Provider/Level by district of Residence. If a student is on the master file in more than one category, only the record with the highest weighted category will be shown.
- SPED10:** This report includes Students by Category/Ethnic/Sex by Residence.

The SPED06 and the SPED10 reports are usually needed when applying for some grants.

### CATEGORY AND WEIGHTS

<b>MDSSI</b> Multiple Disabilities Severe Sensory Impairment	6.531
<b>OI</b> (self-contained) Orthopedic Impairment	5.576
<b>MD, A, SMR</b> (self-contained) Multiple Disability, Autism, Severe Mental Retardation	5.833
<b>VI</b> Visual Impairment	4.806
<b>MOMR</b> Moderate Mental Retardation	4.421
<b>MD, A, SMR</b> (resource) Multiple Disability, Autism, Severe Mental Retardation	6.024
<b>EDP</b> Emotional Disability Separate Facility, Private school	4.647
<b>OI</b> (resource) Orthopedic Impairment	3.158
<b>HI</b> Hearing Impairment	4.771
<b>ED, MIMR, SLD, SLI, OHI</b> Emotional Disability, Mild Mental Retardation, Specific Learning Disability, Speech/Language Impairment, Other Health Impairment	0.003
<b>PSD</b> <b>(Preschool-Severe Delay)</b>	3.595

**\*PSL, PMD AND TBI ARE NOT INCLUDED IN THE ABOVE LIST. THOSE CATEGORIES ARE ONLY ELIGIBLE FOR FEDERAL FUNDING THEY DO NOT GENERATE AN ADD-ON COUNT FOR STATE FUNDING.**

## CALCULATING 100<sup>TH</sup> DAY ADD-ON ADM FOR SPECIAL EDUCATION STUDENTS

Each student on the Special Education Census that is eligible for State Aid, has an “Add-on” Average Daily Membership (ADM) calculated. The person responsible for your Budget uses the Add-on ADM for budget preparation. The Add-on ADM is calculated using the Entry Date and Withdrawal Date (or Reclassification Date).

For the December census, we calculate a **40<sup>th</sup> day Add-on ADM** for use in budget preparation. The calculation is done the same way, but there are 8 count periods from September 8<sup>th</sup> to October 30<sup>th</sup>. **Each period is equal to .125**, so if a student is there for all 8 periods,  $8 \times .125 = 1.000$ . If a student is there for anything less than 8 of the 8 periods, he will be less than a 1.000.

For the Add-on ADM calculation, there are 20 periods of 5 days each in the first 100 days of school. The first period ends on September 8<sup>th</sup>, then the next three periods for the month end on the 14<sup>th</sup>, 21<sup>st</sup> and 28<sup>th</sup>. The next 16 periods fall on the same days, but are in October, November, December, and January. For each of the 20 periods that the student is enrolled, he earns a .05 ADM. If the student is on the Special Education Census for all 20 periods, the ADM will be 1.000 ( $20 \times .05 = 1.000$ ). If a student is entered on the Special Education Census after September 8<sup>th</sup> or is withdrawn before January 28<sup>th</sup>, the Add-on ADM will be something less than 1.000.

The following chart is helpful in determining the Add-on ADM for a student on the census.

Example: Johnny, who has a current evaluation, IEP and initial placement statement, was enrolled in the special education program on August 21, 2000. He remained in school for the entire year.

The question we ask is, “was he here on each of these dates?”

	8	14	21	28
September	yes	yes	yes	yes
October	yes	yes	yes	yes
November	yes	yes	yes	yes
December	yes	yes	yes	yes
January	yes	yes	yes	yes

The answer was yes in all 20 boxes; he was enrolled 20 out of 20 periods and should have an Add-on ADM of 1.000 ( $20 \times .05 = 1.000$ ).

If Johnny had entered the program on September 9<sup>th</sup>, his grid would look like this:

	8	14	21	28
September	no	yes	yes	yes
October	yes	yes	yes	yes
November	yes	yes	yes	yes
December	yes	yes	yes	yes
January	yes	yes	yes	yes

The answer was yes in 19 boxes; he was enrolled 19 out of 20 periods and should have an Add-on ADM of .950 (19 x .05).

If Johnny had entered the program before September 8<sup>th</sup> but withdrew or was reclassified on November 15<sup>th</sup>, his grid would look like this:

	8	14	21	28
September	yes	yes	yes	yes
October	yes	yes	yes	yes
November	yes	yes	no	no
December	no	no	no	no
January	no	no	no	no

His Add-on ADM would .500. He was there for 10 of the 20 periods (10 x .05 = .500).

Remember, a student must be on the census in all the categories he is receiving services for, but is paid for in the highest paying category only. The students must be receiving services in a type of service that is eligible for state-aid. A student who is receiving a type of service that is eligible for federal funds only will not be included in ADM counts.